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Information/Action

Educator Preparation Committee

Program Standards for Early Childhood Special Education Added Authorization Programs

Executive Summary: This agenda item presents updated program standards for the Early Childhood Special Education Added Authorization (ECSE AA) programs. The updated ECSE Added Authorization standards are aligned with the recently updated Preliminary Early Childhood Special Education program standards.

Recommended Action: That the Commission adopt the updated program standards for Early Childhood Special Education Added Authorization programs.

Presenters: William Hatrick and Sarah Solari Colombini, Consultants, Professional Services Division

Strategic Plan Goal

II. Program Quality and Accountability

- a) Develop and maintain rigorous, meaningful, and relevant standards that drive program quality and effectiveness for the preparation of the education workforce and are responsive to the needs of California's diverse student population.

June 2019

Program Standards for Early Childhood Special Education Added Authorization Programs

Introduction

The Commission has recently updated preparation standards and requirements for the Preliminary Education Specialist teaching credentials. Updates to the Early Childhood Special Education Added Authorization (ECSE AA) program standards are necessary to align with the new ECSE Preliminary credential. This item presents proposed educator preparation program standards for ECSE Added Authorization programs for Commission discussion and potential action.

Background

During the [April 2019](#) meeting, the Commission reviewed and adopted authorization statements for the five new Preliminary Education Specialist credential areas and for the ECSE Added Authorization. New program standards and Teaching Performance Expectations (TPEs) were adopted in 2018 for those five new credentials, but not for the ECSE Added Authorization. Currently, the ECSE Added Authorization program is available to individuals who already hold a Preliminary Education Specialist teaching credential and would like to earn the additional authorization to teach students from birth–kindergarten.

Updating the Existing Standards for the Early Childhood Special Education Added Authorization

After determining that the ECSE Added Authorization program standards needed to be updated to align with the new Preliminary ECSE credential program standards and candidate TPEs, staff drafted proposed changes to the existing program standards. These were shared with the ECSE expert group ([Appendix A](#)) that was previously involved with reviewing and recommending updates to the new Preliminary ECSE TPEs. Some additional changes were made to the proposed standards based on feedback from this group. In addition to adding language to broaden the knowledge, skills, and abilities required for teaching children from birth–kindergarten, the standards were augmented to address teaching students with orthopedic impairments. The table below includes the language of each current standard with the proposed standard language in the right hand column and the proposed edits are highlighted in yellow and underlined.

Early Childhood Special Education Added Authorization (ECSE AA) Standards	
Adopted	Proposed
<p>1: Characteristics of Infants, Toddlers and Preschoolers with Individualized Family Service Plans and Individualized Education Programs (IFSP/IEPs)</p> <p>Each candidate demonstrates comprehensive knowledge of the developmental and learning characteristics, and evidence-based practices associated with young children (birth to pre K) with developmental delays, specific learning disabilities, mild/moderate intellectual disabilities, traumatic brain injury, other health impairment, autism spectrum disorders, moderate/severe intellectual disabilities, emotional disturbance, and low incidence and multiple disabilities. Each candidate demonstrates skill required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental differences, and disability-specific needs.</p>	<p>1: Characteristics of Infants, Toddlers, Preschoolers, and Kindergarteners with Individualized Family Service Plans or Individualized Education Programs</p> <p>Each candidate demonstrates comprehensive knowledge of the developmental, learning, social-emotional characteristics and <u>needs of infants and toddlers, preschool age children, and children in Transitional Kindergarten and Kindergarten with autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability</u>, traumatic brain injury, and multiple disabilities including <u>developmental delay and a disabling medical condition</u>. Each candidate demonstrates the skills required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental levels, and disability-specific needs.</p>
<p>2: Role of the Family in Early Childhood Special Education</p> <p>Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and the central role of families in facilitating healthy growth and development. Each candidate demonstrates skill required to engage families as collaborative partners, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in skills to sensitively elicit family concerns, priorities, and</p>	<p>2: Role of the Family in Early Childhood Special Education</p> <p>Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and of the <u>primary role of parents/caregivers as the child's first teachers</u> in facilitating healthy growth and development. Each candidate demonstrates the skills required to engage families in culturally and linguistically appropriate ways as collaborative partners in <u>the IFSP/IEP process</u>, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants, toddlers and young children with disabilities. Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in the <u>interpersonal skills required</u></p>

Early Childhood Special Education Added Authorization (ECSE AA) Standards	
Adopted	Proposed
resources in relation to their child. Each candidate demonstrates required to assist families in learning about their legal rights, advocating effectively for their child, developing support systems, and accessing desired services, programs, and activities in their school and community. Each candidate demonstrates skill required to implement routines-based interventions and assist families with embedding educational activities into daily life.	<u>to identify and assess</u> family concerns, priorities, and resources in relation to their child's <u>developmental, learning, and social-emotional needs</u> . Each candidate demonstrates the knowledge and skills required to assist families in learning about their legal rights, how to advocate for their child, developing support systems, and accessing needed services, programs, and activities in their school and community. Each candidate demonstrates the knowledge and skills to <u>design, develop</u> , and implement routines-based interventions and to assist families with embedding educational activities and <u>routines-based interventions</u> into daily life.
<p><i>3: Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten</i></p> <p>Each candidate demonstrates skill in assessment that leads to appropriate interventions and reflects an understanding of the range of authentic, appropriate formal and informal assessment approaches and strategies, (e.g., naturalistic play-based assessment, family interviews), the impact of cultural and linguistic differences, the influence of specific disabilities on development and learning and the role of the interdisciplinary team. Each candidate demonstrates skill required designing and implementing intervention and instructional strategies that address specific learning needs, are developmentally, culturally, and individually appropriate and reflect family concerns and priorities. Each candidate demonstrates skill required to implement evidence-based practices embedded in activities to support language, cognition, social-emotional development, and</p>	<p><i>3: Assessment and Intervention/Instructional Strategies: Birth through Kindergarten</i></p> <p>Each candidate demonstrates <u>knowledge about formal and informal developmentally, culturally, and linguistically appropriate assessments and assessment strategies for infants and toddlers as well as for preschool age children</u> (e.g., <u>authentic</u>, play-based assessment, <u>observations</u>, family interviews) to <u>help inform planning as well as progress monitoring, and to assure that the assessment results support</u> developmentally, culturally, and linguistically appropriate interventions and IFSP/IEP development. Each candidate <u>demonstrates an understanding that children bring strengths based on their prior linguistic, cultural, and learning backgrounds and experiences, as well as particular individualized needs based on their specific disabilities</u>. Each candidate demonstrates the knowledge and skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, <u>linguistically</u> and individually appropriate, and reflect family concerns and priorities. Each candidate demonstrates the <u>knowledge</u> and</p>

Early Childhood Special Education Added Authorization (ECSE AA) Standards	
Adopted	Proposed
<p>emergent literacy for all children including English language learners. Each candidate demonstrates skill required to utilize a broad repertoire of developmentally appropriate strategies (e.g., hands-on, experiential, child-centered, play-based activities within daily routines), adaptations, assistive technologies, and other supports that minimize the effects of the child’s disability and maximize the child’s learning potential and family outcomes.</p>	<p>skills required to implement evidence-based practices embedded in activities to support language, cognitive, and social-emotional development, as well as emergent literacy, for all children, including <u>dual language learners</u>. Each candidate demonstrates <u>the knowledge</u> and skills required to use a broad repertoire of developmentally, <u>culturally, and linguistically</u> appropriate strategies (e.g., hands-on, experiential, child-centered, <u>child-initiated as well as teacher-initiated</u> play-based activities within daily routines), adaptations, assistive technologies, and other supports that maximize the child’s <u>learning potential</u> and family outcomes and minimize the effects of the child’s disability.</p>
<p>4: Experience in Early Childhood Special Education Programs</p> <p>Each candidate has documented observations in a variety of settings from birth to prekindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children who are culturally and linguistically diverse backgrounds and young children who have a range of abilities and needs including in-home service delivery with families of infants and toddlers with IFSPs and inclusive, developmentally appropriate center based preschool/prekindergarten settings that include children with IEPs. Each candidate demonstrates skill in working with young children individually and in small and whole group settings. Each candidate participates in reflective supervision with a supervisor who is trained to guide the professional development of an early childhood special educator.</p>	<p>4: Field-Based Experience in Early Childhood Special Education Programs</p> <p>Each candidate <u>participates</u> in documented observations in a variety of settings from birth <u>through kindergarten</u>. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children of culturally and linguistically diverse backgrounds. <u>Field-based experience may include in-home and/or center-based settings serving infants and toddlers who are at risk, or identified as having disabilities, and pre-school or kindergarten settings that include children with IEPs</u>. Each candidate demonstrates the <u>knowledge</u> and skills required to work <u>effectively</u> with young children individually and in small and whole group settings. Each candidate participates in <u>reflection about their practice</u> with a supervisor who is trained <u>and qualified</u> to help guide the professional development of an early childhood special educator.</p>

If the Commission moves forward with these changes, current holders of valid Early Childhood Special Education Added Authorizations will continue to be authorized to serve the populations of students they are currently serving, without interruption or a requirement that they earn the new added authorization.

Staff Recommendation

Staff recommends that the Commission adopt the updated program standards ([Appendix B](#)) for Early Childhood Special Education Added Authorization programs.

Next Steps

If the Commission takes action to adopt the proposed standards, the timeframe for currently approved ECSE Added Authorization programs to transition to these new standards will be the same as the transition timeline for all other Education Specialist programs moving to the new standards. Staff will notify program sponsors currently offering the ECSE Added Authorization program to ensure that transition to these new standards occurs simultaneously with the transition for the Preliminary Education Specialist credential preparation programs.

Appendix A

Early Childhood Special Education Subject Matter Experts		
Tracy Eagle	Los Angeles Unified School District	Specialist, Special Education District Intern Program
Nancy Hunt	California State University, Los Angeles	Professor, Special Education
Judy Sylva	California State University, San Bernardino	Professor and Special Education, Rehabilitation & Counseling Department Chair
Peg Hughes	San Jose State University	Coordinator of Early Childhood Special Education Programs and Special Education Department Chair
Janice Myck-Wayne	California State University, Fullerton	Professor and Program Coordinator, Early Childhood Special Education
Chelsea Heuer	Anaheim Elementary School District	Early Childhood Special Education Teacher
Gaby Toledo	Riverside County Office of Education - Beaumont	Principal
Georgianne Gedney	San Diego Unified School District	Early Childhood Special Education Teacher
Laura Hall	San Diego State University	Professor and Chair, Department of Special Education
Amber Friesen	San Francisco State University	Professor, Early Childhood Special Education

Appendix B

Proposed Program Standards for the Education Specialist Early Childhood Added Authorization Programs

ECSE AA Standard 1: Characteristics of Infants, Toddlers, Preschoolers, and Kindergarteners with Individualized Family Service Plans or Individualized Education Programs

Each candidate demonstrates comprehensive knowledge of the developmental, learning, social-emotional characteristics and needs of infants and toddlers, preschool age children, and children in Transitional Kindergarten and Kindergarten with autism, emotional disturbance, intellectual disability, orthopedic impairment, other health impairment, specific learning disability, traumatic brain injury, and multiple disabilities including developmental delay and a disabling medical condition. Each candidate demonstrates the skills required to ensure that the intervention and/or instructional environments are appropriate to the child's chronological age, developmental levels, and disability-specific needs.

ECSE AA Standard 2: Role of the Family in Early Childhood Special Education

Each candidate demonstrates knowledge of family systems (within the context of ethnicity, culture, life experiences, and language diversity) and of the primary role of parents/caregivers as the child's first teachers in facilitating healthy growth and development. Each candidate demonstrates the skills required to engage families in culturally and linguistically appropriate ways as collaborative partners in the IFSP/IEP process, and applies relationship-based, culturally and linguistically appropriate, family-centered practices in all components of early intervention and education for infants, toddlers and young children with disabilities.

Each candidate demonstrates understanding of the impact of the child's disability on the family and is trained in the interpersonal skills required to identify and assess family concerns, priorities, and resources in relation to their child's developmental, learning, and social-emotional needs. Each candidate demonstrates the knowledge and skills required to assist families in learning about their legal rights, how to advocate for their child, developing support systems, and accessing needed services, programs, and activities in their school and community. Each candidate demonstrates the knowledge and skills to design, develop, and implement routines-based interventions and to assist families with embedding educational activities and routines-based interventions into daily life.

ECSE AA Standard 3: Assessment and Intervention/Instructional Strategies: Birth through Kindergarten

Each candidate demonstrates knowledge about formal and informal developmentally, culturally, and linguistically appropriate assessments and assessment strategies for infants and toddlers as well as for preschool age children (e.g., authentic, play-based assessment, observations, family interviews) to help inform planning as well as progress monitoring, and to assure that the assessment results support developmentally, culturally, and linguistically appropriate interventions and IFSP/IEP development. Each candidate demonstrates an understanding that children bring strengths based on their prior linguistic, cultural, and learning

backgrounds and experiences, as well as particular individualized needs based on their specific disabilities. Each candidate demonstrates the knowledge and skills required to design and implement intervention and instructional strategies that address specific learning needs, are developmentally, culturally, linguistically and individually appropriate, and reflect family concerns and priorities. Each candidate demonstrates the knowledge and skills required to implement evidence-based practices embedded in activities to support language, cognitive, and social-emotional development, as well as emergent literacy, for all children, including dual language learners. Each candidate demonstrates the knowledge and skills required to use a broad repertoire of developmentally, culturally, and linguistically appropriate strategies (e.g., hands-on, experiential, child-centered, child-initiated as well as teacher-initiated play-based activities within daily routines), adaptations, assistive technologies, and other supports that maximize the child's learning potential and family outcomes and minimize the effects of the child's disability.

ECSE AA Standard 4: Field-Based Experience in Early Childhood Special Education Programs

Each candidate participates in documented observations in a variety of settings from birth through kindergarten. Additionally, each candidate has in-depth field experiences in early childhood settings with families and children of culturally and linguistically diverse backgrounds. Field-based experience may include in-home and/or center-based settings serving infants and toddlers who are at risk, or identified as having disabilities, and pre-school or kindergarten settings that include children with IEPs. Each candidate demonstrates the knowledge and skills required to work effectively with young children individually and in small and whole group settings. Each candidate participates in reflection about their practice with a supervisor who is trained and qualified to help guide the professional development of an early childhood special educator.